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## ABSTRACT

The 1979 annual report of the National Advisory Council on Women's Education Programs is presented. Topics concern the Women's Educational Equity Act, civil rights, minority women, vocational education, working women, other activities, and activities/publications of the Council. During 1979 Council members and staff worked with the Office of Education Women's Education Equity Act Program staff to develop a new regulation for the Women's Education Equity Act program. One of the special concerns was the needs of minority women. Other specific Council concerns include: new approaches to Title IX enforcement, Title IX athletics policy, sexual harassment of students, a study of sex equity in vocational education, the Youth Employment Act, the reauthorization of the Higher Education Act of 1965, and the White House Conference on Families. Stipulations of the Women's Educational Equity Act are included. (SF)

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# **EQUITY for the EIGHTIES**

U.S. DEPARTMENT OF HEALTH,  
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**Annual Report 1979**

**NATIONAL ADVISORY COUNCIL  
ON WOMEN'S EDUCATIONAL PROGRAMS**

**March 1980  
Fifth Annual Report**

**Established by Congress through the Women's Educational Equity Act**

*The National Advisory Council on Women's Educational Programs was established by Congress through the Women's Educational Equity Act of 1974. Its twenty members—seventeen appointed by the President and three ex officio—make policy recommendations to Federal education officials to help achieve educational equity for women and girls. The Council's mandate addresses not only the Women's Educational Equity Act but all Federal policies and programs affecting women's education at every level. The Council strives to incorporate a concern for the special needs of women and girls into all federally aided education programs. It also seeks to promote an awareness of and sensitivity to the unique needs of minority women.*

# national advisory council on women's educational programs

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March 1, 1980

The President  
The White House  
Washington, D.C.

Dear Mr. President:

The National Advisory Council on Women's Educational Programs is pleased to transmit to you our 1979 Annual Report. We believe that it describes a year of progress and productive activity.

The Women's Educational Equity Act Program is making significant contributions to educational equity for women and girls. The Council is happy to play a constructive role in the program through advice, consultation, and visits to project sites. We look forward eagerly to the prospect of initial funding for the new program of assistance to local school districts and institutions under this Act.

As the Department of Education becomes operational, the Advisory Council anticipates new opportunities to contribute to educational equity for women and girls. We hope that the concern for equal access and treatment for all Americans throughout the educational system which you and Secretary Hufstedler have expressed will be reflected in all aspects of the new Department. The members of the Council stand ready to assist in implementing this mandate.

We appreciate the opportunity to serve on the Advisory Council and trust in your continued leadership and support.

Sincerely,

*Eliza M. Carney*

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Director, Women's Bureau  
U.S. Department of Labor

Director, Women's Action Program  
U.S. Department of HEW

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\* Because of delays in the President's appointment of new members, some members have continued to serve beyond their original terms. Members noted with single asterisks above served at some time during 1979, but are not current members of the Advisory Council.

\*\* Council Chair through June, 1979.

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## INTRODUCTION

Women dominated the 1970's. Much of the turmoil and triumph of the decade involved education. The National Advisory Council on Women's Educational Programs was established because Congress believes that educational equity is the key to the future of women, for without equity in education, equality in the rest of society is not likely.

Within the history of women's educational issues in the 1970's, Federal initiatives loom large:

- |      |                                                                                                                                                   |
|------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| 1972 | Title IX <sup>1</sup> is enacted.                                                                                                                 |
|      | Sex discrimination is added to other anti-discrimination provisions of Title IV of the Civil Rights Act of 1964.                                  |
|      | The Equal Pay Act of 1963 and Title VII of the Civil Rights Act of 1964 are amended to cover educational institutions and professional personnel. |
| 1974 | The Women's Educational Equity Act <sup>2</sup> becomes law.                                                                                      |
| 1975 | The National Advisory Council on Women's Educational Programs is appointed; first WEEA grants are awarded.                                        |
|      | Title IX regulation is issued.                                                                                                                    |
| 1976 | The Vocational Education Amendments <sup>3</sup> emphasize the elimination of sex stereotyping and discrimination in vocational education.        |

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<sup>1</sup> Title IX of the Education Amendments of 1972 states in relevant part that: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance..." (P.L. 92-318).

<sup>2</sup> Elementary and Secondary Education Act of 1974 (P.L. 93-380) For text of Women's Educational Equity Act, reauthorized in 1978 (P.L. 95-561), see Appendix A.

<sup>3</sup> Vocational Education Amendments of 1976 (P.L. 94-482).

- 1977            The Career Education Incentive Act<sup>1</sup>  
                 stresses sex fairness in career  
                 education.
- 1979            HEW announces its Title IX policy on  
                 intercollegiate athletics.

An impressive display of legislative muscle, to be sure. But if women were so successful in the struggle for educational equity, then why is de facto sex segregation still the rule in vocational education classes?

With all these Federal moves toward equality, why is the proportion of women in low paying clerical and service jobs higher than in 1960?

With all this unbiased career training, why does the earnings gap between women and men continue to grow?

Clearly, these unanswered questions pose a continuing challenge to the National Advisory Council.

Since its establishment in 1975, the Advisory Council has focused its attention on educational equity: What is it? Who does not yet have it? How can they achieve it? Because examples of educational equity are rare, it may be more meaningful to show what it is not than to define what it is. This report gives many views of what educational equity is not. It also examines the questions of who does not yet have equity, who needs it most desperately and what the chief obstacles are to achieving it. Although a comprehensive listing of Council recommendations would be unwieldy, a representative sampling will be found in this report.

The Women's Educational Equity Act established the National Advisory Council on Women's Educational Programs and directed it to:

1.    Make recommendations on fund allocation and program priorities for WEEA.
2.    Evaluate programs and projects assisted under WEEA.
3.    Give advice to the Secretary of Education and to other Federal officials on matters relating to equal educational opportunities for women.

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<sup>1</sup> Career Education Incentive Act (P.L. 95-207)

4. Make reports and disseminate information about Council activities.

The activities described in this 1979 Annual Report indicate the diverse steps taken by the Council to implement the Act. They represent a solid basis for further accomplishments in 1980 and beyond.

## THE WOMEN'S EDUCATIONAL EQUITY ACT

### Evaluation of the WEEA Program

One of the primary legislative mandates of the Council is to evaluate the Women's Educational Equity Act Program (WEEAP) yearly. Because fiscal year 1978 ended the first three year cycle of WEEA funding, the Council's current evaluation included an overview of the entire initial period of program operation.

The evaluation emphasized

- The extent to which the direction of the program has adhered to the intent of the legislation;
- Focal points of evaluations conducted for FY 1976 and FY 1977 and the effects of recommendations contained in those evaluations;
- The extent and type of modifications in program administration, planning, priorities and activities during this first three year period;
- The role of contracts funded by WEEA in facilitating the overall administration of the program; and
- Products and processes developed during the first three years and the degree to which they have contributed to the achievement of educational equity.

The Council's FY 1978 evaluation clarified what the WEEA program has been and what it can become. The major findings:\*

- The Women's Educational Equity Act Program staff of the U.S. Office of Education generally has been responsive to the past recommendations of the Council, especially in meeting the needs for coordination, communication, dissemination, and

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\* For more details, see the Council's "Evaluation Report: Women's Educational Equity Act Program - FY 1978."

technical assistance for proposal development. However, WEEAP should become more sensitive to the monitoring needs of individual grantees and contractors.

- The quality of WEEA projects and the high level of commitment and enthusiasm by grantees and project participants is impressive. However, grantees consistently expressed a desire for a closer relationship with WEEAP staff.
- WEEA contracts were generally satisfactory. However, the dissemination of products developed by WEEA grantees should be improved. At present, the review process for WEEA products and the time involved in revising some products have resulted in unacceptable delays in readying products for use.
- Schools, women's organizations and other users of WEEA products found them very well suited to their stated purposes. Product users suggested that WEEA products need to be more easily obtainable and that technical assistance be available.
- A preliminary impact study of former WEEA project directors showed that administrators, policy makers, instructors and other education personnel exposed to the program have become more sensitive to equity problems. Equally important, students, parents and others have become more aware of equity issues. Given continued development of high quality products and given an effective dissemination system, the influence of WEEA should grow rapidly in the years ahead.

The new director of the program has already begun to move on many of these issues. Next year's evaluation will focus on the performance of WEEA contracts in meeting the goals of the program. Since WEEA is reaching maturity and preparing a great number of products for nationwide use the evaluation will concentrate particularly on the effectiveness of strategies currently used to provide WEEA products to the institutions and individuals who need them.

#### WEEA Regulation and Appropriation

Throughout the year, Council members and staff worked closely with the Office of Education's WEEAP staff to develop a new regulation for the WEEA program. One of the Council's

chief concerns was that the regulation specifically address the special needs of minority women who suffer under the double burden of both sex and race discrimination.

The Council believes that the proposed regulation will help to ease that burden. Among funding priorities in the new rules are project proposals designed to enhance educational equity for racial and ethnic minority women.

The Council looks forward to the new decade when it anticipates that the WEEA program will receive sufficient funding to trigger the second "tier" of WEEA activities, authorized by Congress in 1978. The first tier funds model projects and contracts as specified in the original 1974 legislation.\* The second tier will be activated when the WEEA appropriation exceeds \$15 million. It will provide money to assist local school districts and other institutions in overcoming specific barriers to equity and compliance with Title IX.

#### Site Visits

Women in prison gaining self respect by learning skills to support themselves outside; students teaching their peers about their civil rights -- and teaching teachers, parents and administrators as well; rural girls learning that "happily ever after" is a fairy tale, and confronting the realities of earning a living: these are only a few of the many interesting approaches to educational equity found among projects funded by the Women's Educational Equity Act.

Council members visit these projects, discuss them with the directors, talk with the participants and see the whole program in action. This year, Council members visited 19 projects throughout the United States. These visits give a special dimension to the Council's evaluation of the WEEA program and are crucial to that effort.

But site visits provide something more than just evaluation data. Members who visit projects are able to understand in a personal way what WEEA is really all about. Members react enthusiastically to project visits. They are eager to share their experiences with people everywhere.

In 1979, the Council shared its enthusiasm for four representative WEEA projects by describing them in a publication entitled What's WEEA?. What's WEEA? has no charts, no graphs, no statistics, no jargon. It tries to convey

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\* For text of the Women's Educational Equity Act, see Appendix A.

the feeling of site visits: the immensity of the problems, the dedication and creativity of the project workers, the enthusiasm and progress of the people they help. It is a sampler of what WEEA has been able to accomplish with little money and a lot of spirit.

## CIVIL RIGHTS

### Civil Rights Reorganization

Over the past two decades, the Federal role in assuring nondiscrimination on the basis of race, sex, and national origin has grown from almost nothing to an enterprise involving more than 30 enforcement agencies, 80 nondiscrimination laws, and an annual budget of more than \$500 million for direct enforcement alone. However, this growth took place without an underlying master plan, a fact which has led to widespread confusion and poor enforcement despite good intentions.

The Council first confronted this problem in its 1978 report The Unenforced Law, which examined the shortcomings of Title IX implementation by agencies other than HEW. Later, through direct interaction with the President's Reorganization Project and the Department of Justice Task Force on Sex Discrimination, the Council continued its work during 1979 in support of the President's civil rights management initiatives. Council positions contributed to several reports and recommendations forwarded by both bodies. The Council also worked with advocacy groups in the private sector to encourage support for the designation of a coordinating agency for all sex-based, nondiscrimination laws.

### New Approaches to Title IX Enforcement

Loss of Federal assistance, the "stick" with which compliance is enforced under Title IX and a number of other statutes, was disparaged early in 1979 by the then HEW Secretary as the "atom bomb" approach.

That statement crystallized an increasingly apparent reluctance on the part of many senior Federal officials to employ fund termination as the sanction for violations of Title IX; it prompted the Council to commission a study of alternatives. Projected for publication in early 1980, this study will examine the usefulness of fund termination as a sanction under various circumstances, and it will explore other options.

### Title IX Athletics Policy

Since the enactment of Title IX in 1972, opponents have insisted that the law could mean the death of college sports. The truth is that for the last seven years, no one has been able to say precisely what Title IX will mean to

intercollegiate athletics. This is because there was no formal HEW policy specifying how compliance would be judged. In 1979, the Council played a prominent role in ending this impasse.

Council staff had worked with HEW during 1978 to help draw up a draft policy interpretation for applying Title IX to intercollegiate athletics. The proposed interpretation was published in December. In January, 1979, the Council offered detailed comments on the draft.

Later, with the help of interns from the Women's Equity Action League Fund, the Council analyzed more than 700 other comments HEW had received. That analysis was instrumental in HEW's development of the final policy.

The Council and its staff worked closely with HEW in the formulation of the final policy, including participating in visits to campuses and briefing key persons and groups on subtleties of the policy interpretation.

#### Sexual Harassment of Students

Recently, an old form of sex discrimination has received new attention: sexual harassment. Although the problem has existed as long as women have attended school or worked outside the home, women at last are beginning to fight back, using Federal law. In 1978, the Council commissioned a legal memorandum which concluded that institutions are liable under Title IX for sexual harassment of students by employees, including teachers. (See 1978 annual report for details.)

Because the subject only recently has been discussed in public, there is still little concrete information about the problem. In an effort to gain an understanding of the nature and scope of sexual harassment of students, the Council issued a call for information from victims. Widely distributed and reprinted, the call was designed to elicit confidential, anecdotal information.

When the information is collected, the Council hopes to have sufficient data to define the problem, to determine whether existing institutional safeguards are effective, and to recommend Federal action as necessary.

## MINORITY WOMEN

In its first year of operation, the Council adopted as its guide three overriding principles, one of which was that "the Council must always have special concern for the needs of minority women who face double discrimination."

In 1976, when it advised the Commissioner of Education on WEEA program priorities, the Council stressed the goal of "assisting population groups which have special needs for support in order to bring about educational equity for women and girls." It also recommended that each WEEA project proposal be considered in terms of its ability to "impact upon the maximum number of women and girls -- particularly those groups with multiple needs (e.g. minority women)..."

In the years that followed, the Council investigated and reported on the status of minority women as a special group within many of its studies. The Educational Needs of Rural Women, Neglected Women, Working Women Speak -- these and other Council reports underline the plight of minority women. The Council also conducted a study of Title IX and Indian education. Its bleak findings (that Title IX was virtually unknown or ignored in Indian schools) provided impetus for continued Council efforts to increase equity for Native Americans. Plans for 1980 include a Phoenix, Arizona, hearing on the educational needs of Indian women and girls.

During the Council's 1979 hearing in Jackson, Mississippi, black women who head households recounted their problems. In previous hearings, the Council has spoken with Native American women, Hispanics, and Asian Americans as well as black women.

In 1979, the Council worked successfully for a specific funding priority in the WEEA regulation for proposals designed to strengthen educational equity for racial and ethnic minority women and girls.

### Black Women's Symposium

Within its tradition, the Council sponsored a symposium in 1979 to delve into certain concerns of black women. Held at Texas Southern University, historically a predominantly black institution, the program was attended by a cross-section of highly respected black sociologists and academicians. The symposium explored such matters as:

- ways American society molds black girls and how this "socialization" affects their development and achievements;
- characteristics that appear to lead to success for black women in various careers;
- kinds of educational experiences that can help black girls develop more positive self images.

The two day symposium included ten sessions during which researchers presented their findings and participants responded in workshops. As the symposium progressed, certain patterns became clear:

- There is little research on the positive aspects of black family life.
- Young black girls are invisible in research; they are not even granted the negative stereotypes ascribed to their brothers.
- The unique problems of black women cannot be discussed adequately within the context of "women's issues."
- Ironically, Federal programs for minorities often are designed in ways that limit minority access to them. For example, programs for minority populations often are located on the main campuses of large, predominantly white universities, while their potential clientele are found at the branch campuses.

The many ideas and recommendations discussed at the symposium will be synthesized in a report. The Council will use this material to frame its recommendations for Federal programs to respond to the concerns and needs outlined by symposium participants.

## VOCATIONAL EDUCATION

Studies show that in the mid 1970's most women still were trapped in "occupational ghettos" where their earnings and advancement potential were severely restricted. Over half of all working women were clustered in 17 occupations, while the same percentage of men worked in 63 different fields. Seventy-eight percent of clerical workers, 97 percent of household workers, 86 percent of file clerks and almost 100 percent of all secretaries were women. This occupational segregation is primarily responsible for women continuing to earn less than 60 percent of men's earnings.

### Sex Equity Study

The Vocational Education Amendments of 1976 include special provisions designed to overcome the sex bias, sex discrimination and sex stereotyping that so limit employment opportunities for women. As the 1980's begin, the Council wishes to discover how well the sex equity provisions are working and how their impact can be strengthened.

To do this, the Council, in cooperation with the National Advisory Council on Vocational Education, has begun a two phase study of sex equity in vocational education. In the first phase, the Council will review data from several contemporary studies and projects. It will analyze the data to determine which sex equity provisions are useful and should be retained, which need to be modified and what new provisions should be added when the Vocational Education Act is reauthorized by Congress. It also will examine how well the provisions are being implemented by vocational education practitioners and how policy is affected by the system of public agencies, professional organizations and advocacy groups that works within the vocational education structure.

In the second phase of the study, the Council will sponsor a series of regional hearings and public forums on the impact of the sex equity provisions. Participants will include key members of the vocational education community and other informed citizens and organizations. Their observations concerning the implementation of the sex equity provisions and their assessments of the provisions' effectiveness will supplement the data gathered in phase one. The Council hopes that the hearings and forums will increase public interest and involvement in vocational education. The Council's findings and recommendations on sex equity in vocational education will contribute to the forthcoming Congressional review and reauthorization of the legislation.

### Youth Employment Act

In 1979, the Federal Government began to prepare legislation for a Youth Employment Act. Recognizing the Act's potential to improve sex fairness in training and employment programs, the Council has communicated its concerns to those responsible for developing the legislation.

Council members met with representatives of the Vice President's Task Force on Youth Employment and stressed the diversity of employment problems young women face.

The Council also worked with the Interdepartmental Task Force on Women and the Domestic Policy Staff at the White House to ensure that the bill addresses the special needs of women and girls.

The Joint Task Force on Sex Equity in Vocational Education, a cooperative venture of the Council and the National Advisory Council on Vocational Education, also concentrated its attention on employment programs for young women. In the course of its work, the Task Force advised the Commissioner of Education concerning the Youth Employment Act and suggested ways in which the Office of Education could support vocational education state sex equity coordinators.

### OCR Guidelines

In 1979, the Council's unusual position in the women's advocacy community enabled it to participate in resolving a complicated dispute over sex equity in vocational education.

The Women's Equity Action League and others had successfully sued the Department of Health, Education, and Welfare for non-enforcement of Title IX in vocational education programs. As a result, the Department's Office for Civil Rights was directed to prepare comprehensive guidelines for the elimination of sex discrimination in Federally assisted vocational education programs.

Based on its history of interest and cooperation with state sex equity coordinators, the Council provided assistance during the drafting of the guidelines. Council papers and presentations helped women's advocacy groups formulate their own positions on the guidelines. Meanwhile, the Council itself commented extensively on the proposal.

In this way, the Council worked both within and outside the Federal structure to see that sensitive issues were addressed appropriately and that the guidelines responded to a diversity of concerns.

## WORKING WOMEN SPEAK

"I seem to always have had to work to survive; not much chance to stop and grab the next rung of the ladder."

This is how a secretary of 24 years and single mother of four children explains the dilemma of 80 percent of working women in the United States. Four out of five hold low paying, low status jobs that provide little hope for advancement. Even when progress is possible, it often is dependent on special education or training. For many women, the choice is between "survival" and "grabbing the next rung of the ladder," and that is no choice at all.

In 1979, the National Advisory Council completed a two year inquiry into the special educational needs of blue- and pink-collar (service worker) women. The study evolved from a series of sex regional "dialogues" sponsored by the National Commission on Working Women, a private, Federally-funded group. With the cooperation of the Commission, Council representatives attended the dialogues and analyzed questionnaires completed by participants. The Council thus was able to base its report, Working Women Speak, on first-hand oral and written accounts from the women themselves.

Hundreds of working women attended the dialogues. They spoke of their struggles, their hopes, and the almost insurmountable barriers to achieving their goals. They told about their work in service industries, clerical positions, retail stores, and factories. They explained how lack of money, time, and child care facilities discourage them from seeking education or training for advancement. They cited the further handicaps of biased counseling and sex discrimination.

But "the 80 percent" have not given up. The Council's report, Working Women Speak, details both the obstacles these women face and their ideas for overcoming them. It records their suggestions for Federal and private initiatives that could provide the opportunity to grab the next rung of the economic ladder. The report includes the Council's recommendations for Federal action to lower the barriers to education and training, the first steps toward a better life for "the 80 percent."

## OTHER ACTIVITIES

### The Higher Education Act

In 1979, Congress began the process of reauthorizing the Higher Education Act of 1965. The Council, seeing the reauthorization as an opportunity to enhance the statute's impact on educational equity for women and girls, made extensive recommendations to the House Subcommittee on Postsecondary Education.

The Council pointed out the difficulty in measuring sex, race, and age fairness in the distribution of Federal financial aid, because data are not collected properly. It suggested that information on Federal student aid programs be cross referenced by sex, by race, and by age.

The Council observed that many students, especially women, are forced by family and work responsibilities to attend school less than half time. Because Federal financial aid is available only to students who attend school at least half time, many students, who may need assistance most, are ineligible. The Council recommended that Federal financial aid rules be amended to enable these students to qualify.

With these and many other suggestions, the Council showed how the Higher Education Act could be amended to provide greater access to education for women and girls. Following passage of the House bill, the Council made similar recommendations to the Senate Subcommittee on Education, Arts and the Humanities.

At year's end, the Council was monitoring the bill's progress, hopeful that the final legislation will reflect many of its suggestions.

### White House Conference on Families

In November, the Council testified at a public hearing sponsored by the White House Conference on Families. The Council focused on the significance of education and counseling to the development of women and girls as individuals and as family members. Among Council remarks:

- Over 90 percent of today's girls will be employed at some time in their lives, many as essential breadwinners for their families.

- Women, especially racial and ethnic minority women, remain concentrated in the "working women's ghetto": low paying, low status, dead end jobs.
- Lack of adequate child care is a major obstacle to self sufficiency for many families in which the mother's income is crucial.

The Council's testimony emphasized that strengthening and strictly enforcing the sex equity provisions of the Vocational Education Amendments of 1976 must be a priority. Otherwise, women may never receive sufficient education and training to compete for the kinds of jobs that can provide a decent living for them and their families. Council testimony also enumerated ways in which the Higher Education Act could be amended to improve educational equity.

Finally, the Council stressed the capacity of the Women's Educational Equity Act to achieve parity for women and girls. Expanded to its potential, WEEA could help to provide more hopeful and comfortable lives for families throughout the United States.

#### The Coming Decade: American Women

In February, 1979, the Senate Committee on Human Resources held hearings on "The Coming Decade: American Women and Human Resource Policies and Programs." The Council took the opportunity to point out the strong and the weak aspects of Federal education policy and to share its hopes for the future.

The Council stressed the necessity for strong enforcement of already existing laws prohibiting sex discrimination in education. It added that education data must be cross tabulated by sex, by race/ethnicity and by age so that the true state of educational equity can be known and progress can be measured accurately.

The Council reminded the Committee that sex equity will not come about through segregated "women's programs." Such programs are all too subject to budget cuts, politics and the various whims of the bureaucracy. They also can be ignored by policymakers. Sex equity can only be achieved when a concern for it is incorporated into every program at every level of education.

### Outreach

Public hearings are among the Council's most useful methods of reaching out to American women. By questioning, and especially by listening, the Council gains an understanding of which Federal policies are working, which are not, what is wrong and what should be done about it.

These public sessions allow Council members to hear from a variety of their constituents. They also serve to make the public aware of the concern of some Federal agencies for unmet needs for educational equity. Education administrators and women in night school, homemakers and female construction workers, high school dropouts and athletics coaches all have come to speak to the members.

"We don't have the training we need to survive, let alone enough for a decent living." The speaker was addressing the Council at its September 1979 meeting in Jackson, Mississippi. The occasion: a public hearing on the needs of minority female heads of households. The witnesses represented many different social, educational and economic levels. Among the problems they cited were sex and race discrimination, lack of training and financial aid, underemployment of well-educated women and lack of non-traditional role models for young women.

The Council sponsored two other hearings in 1979. In San Diego, the topic was vocational education. Witnesses ranged from the state director of vocational education to a recruiter of female construction workers. They included Native Americans, Asian Americans, Hispanic Americans and blacks. They showed how issues as divergent as math anxiety and California's Proposition 13 can have detrimental effects on sex equity in vocational education.

In Minneapolis, Title IX and intercollegiate athletics were discussed. Witnesses from the University of Minnesota, which has been under investigation for alleged Title IX violations in its athletics program, joined representatives of the state legislature and a small private college. The testimony provided the Council with information and background that were invaluable in its later work on HEW's Title IX Athletics Policy Interpretation.

The Council also joins forces with a wide range of private and Federal groups to support diverse equity efforts. Many non-Federal women's groups recognize the Council as a national authority on educational equity. Council representatives are invited regularly to participate at meetings of the National Coalition for Women and Girls in Education which includes more than 55 non-Federal education and advocacy groups.

In addition, the Council works closely with Federal groups: the President's Advisory Committee on Women, the HEW Secretary's Advisory Committee on the Rights and Responsibilities of Women, the Interdepartmental Task Force on Women, the Department of Justice Task Force on Women, the International Women's Decade Secretariat and many others.

Through constant cooperation in large matters and small, all these groups move society toward the day when educational equity will no longer be an issue.

In 1980 the United States will participate in the World Conference on the United Nations Decade for Women. Education is one of three themes for this global gathering. Certainly the Women's Educational Equity Act Program and the National Advisory Council on Women's Educational Programs demonstrate significant American commitment and progress toward educational equity for all women.

In the 1980's the new Department of Education provides special opportunities for progress. A newly organized Department can move women's issues from isolated "advocacy offices" into the "mainstream." Responsibility for sex equity can be infused into the mandate of every program. With commitment and resources, this would be a giant step forward for the Department and for American women.

The progress women have made in the 1970's cannot be reversed. They have laid an intellectual and legislative foundation for change. In the 1980's, they will build on that foundation, and the National Advisory Council looks forward to working with them for educational equity.

\* \* \* \* \*

## Appendix A

### The Women's Educational Equity Act (P.L. 95-561)

#### SHORT TITLE: PURPOSE

Sec. 931 (a) This part may be cited as the "Women's Educational Equity Act of 1978."

(b)(1) The Congress finds and declares that educational programs in the United States, as presently conducted, are frequently inequitable as such programs relate to women and frequently limit the full participation of all individuals in American society.

(2) It is the purpose of this part to provide educational equity for women in the United States and to provide financial assistance to enable educational agencies and institutions to meet the requirements of title IX of the Education Amendments of 1972.

(c) As used in this part, the term "Council" means the National Advisory Council on Women's Educational Programs.

#### GRANT AND CONTRACT AUTHORITY

Sec. 932 (a) The Commissioner is authorized to make grants to, and enter into contracts with, public agencies, private non-profit agencies, organizations, and institutions, including student and community groups, and individuals, for activities designed to achieve the purpose of this part at all levels of education, including preschool, elementary and secondary education, higher education, and adult education. The activities may include -

(1) demonstration, developmental, and dissemination activities of national, state-wide, or general significance, including -

(A) the development and evaluation of curricula, textbooks, and other educational materials related to educational equity;

(B) model preservice and inservice training programs for educational personnel with special emphasis on programs and activities designed to provide educational equity;

(C) research and development activities designed to advance educational equity;

(D) guidance and counseling activities, including the development of nondiscriminatory tests, designed to insure educational equity;

(E) educational activities to increase opportunities for adult women, including continuing educational activities and programs for underemployed and unemployed women; and

(F) the expansion and improvement of educational programs and activities for women in vocational education, career education, physical education, and educational administration; and

(2) assistance to eligible entities to pay a portion of the costs of the establishment and operation, for a period of not to exceed two years, of special programs and projects of local significance to provide equal opportunities for both sexes, including activities listed in paragraph (1), activities incident to achieving compliance with title IX of the Education Amendments of 1972, and other special activities designed to achieve the purposes of this part.

Not less than 75 per centum of funds used to support activities covered by paragraph (2) shall be used for awards to local educational agencies.

(b) For each fiscal year, the Commissioner shall use \$15,000,000 from the funds available under this part to support activities described in paragraph (1) of subsection (a). Any funds in excess of \$15,000,000 available under this part shall be used to support activities described in paragraph (2) of subsection (a).

#### APPLICATION; PARTICIPATION

Sec. 933. (a) A grant may be made, and a contract may be entered into, under this part only upon application to the Commissioner, at such time, in such form, and containing or accompanied by such information as the Commissioner may prescribe. Each such application shall —

(1) provide that the program or activity for which assistance is sought will be administered by or under the supervision of the applicant;

(2) describe a program for carrying out one or more of the purposes set forth in section 932(a) which holds promise of making a substantial contribution toward attaining such purposes; and

(3) set forth policies and procedures which insure adequate evaluation of the activities intended to be carried out under the application;

(b) Nothing in this part shall be construed as prohibiting men and boys from participating in any programs or activities assisted under this part.

#### SMALL GRANTS

Sec. 934. In addition to the authority of the Commissioner under section 932, the Commissioner shall carry out a program of small grants (as part of the grant program administered under section 932 (a)(1)), not to exceed \$25,000, each, in order to support innovative approaches to achieving the purposes of this part; and for that purpose the Commissioner is authorized to make grants to public and private nonprofit agencies and to individuals.

## CRITERIA AND PRIORITIES

Sec. 935. The Commissioner shall establish criteria and priorities for awards under this part to insure that available funds are used for programs that most effectively will achieve the purposes of this part. Those criteria and priorities shall be promulgated in accordance with section 431 of the General Education Provision Act.

## NATIONAL ADVISORY COUNCIL ON WOMEN'S EDUCATIONAL PROGRAMS

Sec. 936 (a) There is established in the Office of Education a National Advisory Council on Women's Educational Programs. The Council shall be composed of —

- (1) seventeen individuals, some of whom shall be students, and who shall be appointed by the President, by and with the advice and consent of the Senate, from among individuals, broadly representative of the general public who, by virtue of their knowledge or experience, are versed in the role and status of women in American society;
- (2) the staff Director of the Civil Rights Commission;
- (3) the Director of the Women's Bureau of the Department of Labor; and
- (4) the Director of the Women's Action Program of the Department of Health, Education, and Welfare.

The Council shall elect its own Chairperson from among the members described in paragraph (1).

(b) The term of office of such member of the Council appointed under paragraph (1) of subsection (a) shall be three years, except that —

- (1) the members first appointed under such clause shall serve as designated by the President, six for a term of one year, five for a term of two years, and six for a term of three years, and
- (2) any member appointed to fill a vacancy occurring prior to the expiration of the term for which his or her predecessor was appointed shall be appointed for the remainder of such term.

(c) The Council shall —

- (1) advise the Secretary, Assistant Secretary, and the Commissioner on matters relating to equal educational opportunities for women and policy matters relating to the administration of this part;
- (2) make recommendations to the Commissioner with respect to the allocation of any funds pursuant to this part, including criteria developed to insure an appropriate geographical distribution of approved programs and projects throughout the Nation;
- (3) recommend criteria for the establishment of program priorities;
- (4) make such reports as the Council determines appropriate to the President and the Congress on the activities of the Council; and

(5) disseminate information concerning the activities of the Council under this part.

(d) The provisions of part D of the General Education Provisions Act shall apply with respect to the Council established under this subsection.

#### REPORT

Sec. 937. The Commissioner is directed, not later than September 30, 1980, 1982, and 1984, to submit to the President and the Congress and to the Council a report setting forth the programs and activities assisted under this part, and to provide for the distribution of this report to all interested groups and individuals, including the Congress, from funds authorized under this part. After receiving the report from the Commissioner, the Council shall evaluate the program and projects assisted under this part and include such evaluation in its annual report.

#### AUTHORIZATION OF APPROPRIATIONS

Sec. 938. For the purpose of carrying out this part there are authorized to be appropriated \$80,000,000 for fiscal year 1980, and each of the three succeeding fiscal years.

## APPENIDIX B

## COUNCIL MEETINGS

## Eighteenth Council Meeting

February 1-2, 1979  
San Diego, California

Executive Committee  
Civil Rights Committee  
Federal Policies, Practices,  
and Programs Committee  
WEEA Program Committee

1/30/79  
1/31/79  
1/31/79  
1/31/79

Federal Policies, Practices, and  
Programs Committee Meeting

February 27, 1979  
Washington, D.C.

## Nineteenth Council Meeting

April 4-6, 1979  
Washington, D.C.

Executive Committee  
Civil Rights Committee  
Federal Policies, Practices,  
and Programs Committee  
WEEA Program Committee

4/3/79  
4/4/79  
4/4/79  
4/4/79

## Executive Committee Meeting

May 23, 1979  
Washington, D.C.

## Twentieth Council Meeting

June 6-7, 1979  
Minneapolis, Minnesota

Executive Committee  
Civil Rights Committee  
Federal Policies, Practices,  
and Programs Committee  
WEEA Program Committee

6/5/79  
6/6/79  
6/6/79  
6/6/79

## WEEA Program Committee Meeting

July 30, 1979  
Washington, D.C.

## Civil Rights Committee Meeting

August 1-2, 1979  
Washington, D.C.

## Twenty-first Council Meeting

September 10-11, 1979  
Washington, D.C.

Executive Committee  
 Civil Rights Committee  
 Federal Policies, Practices,  
 and Programs Committee  
 WEEA Program Committee

9/9/79

9/10/79

9/10/79

9/10/79

## Twenty-second Council Meeting

November 15-16, 1979  
Jackson, Mississippi

Executive Committee  
 Civil Rights Committee  
 Federal Policies, Practices,  
 and Programs Committee  
 WEEA Program Committee

11/13/79

11/14/79

11/14/79

11/14/79

## APPENDIX C

## COUNCIL REPORTS

If you would like to receive any of the Council's publications, please *print* your name and address on the back of this page and check the appropriate spaces. Send this form to the National Advisory Council on Women's Educational Programs, 1832 M Street, N.W., Suite 821, Washington, D.C. 20036.

If you wish to receive one of the asterisked reports please contact ERIC or the Government Printing Office directly.

- \_\_\_\_\_ 1978 Annual Report
- \_\_\_\_\_ The Educational Needs of Rural Women and Girls
- \_\_\_\_\_ Seven Years Later: Women's Studies Programs in 1976
- \_\_\_\_\_ What's WEEA?
- \_\_\_\_\_ Working Women Speak: Education, Training, Counseling Needs
- \* Neglected Women: The Educational Needs of Displaced Homemakers, Single Mothers and Older Women (ERIC: ED 163-138)
- \* The Unenforced Law: Title IX Activities by Federal Agencies other than HEW (GPO: 017-080-018-40-3)
- \* Efforts Toward Sex Fairness in the Use of Education Division Funds (ERIC: ED 146 697)
- \* Problems in Assessing the Impact of Education Division Programs on Girls and Women (ERIC: ED 150 530)
- \* Sex Bias: Education Legislation and Regulations (ERIC: ED 153 332)
- \* Sex Fairness in Education Division Communications, Products and Dissemination Strategies (ERIC: ED 154 320)
- \* Women's Participation in Management and Policy Development in the Education Division (ERIC: ED 146-696)

NAME \_\_\_\_\_  
ADDRESS \_\_\_\_\_  
\_\_\_\_\_ ZIP \_\_\_\_\_

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GPO address: Superintendent of Documents  
Government Printing Office  
Washington, D.C. 20402

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Laura Summers, *Administrative Officer*

Kathleen Dauito, *Secretary*

\* \* \* \* \*

*1979 Annual Report*

*written by: Kathleen Maurer*